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ABSTRACT

This paper presents data currently available on two new self-administered student-rating questionnaires that can facilitate the professional growth of teachers by giving them feedback about classroom interactions: (1) the Invitational Teaching Survey (ITS); and (2) the Student Attitudinal Outcome Measures (SAOM). The ITS, developed within the theoretical context of Invitational Education, is useful in identifying student perceptions of their instructors' teaching practices. The SAOM provides information on student attitudes related to course, subject matter, instructor, and the student (self) as learner. If the teacher makes use of the feedback provided by these tools, teaching can be enhanced. Information on instrument development, reliability and validity, and normative samples is presented. Directions for administering, scoring and using the instruments are provided. Appendices include the ITS and the SAOM (adult forms), 43 items of the ITS listed by subscores and clusters; 20 items of the SAOM listed by subscores and clusters; grids for hand scoring the ITS, the ITS subscales, the SAOM, and the SAOM subscales; and a copy of a chart showing normative data scores for teachers on the ITS and the SAOM. (Author/JAZ)

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Using the Invitational Teaching Survey (ITS) and the Student Attitudinal Outcome Measures (SAOM) to Improve Teaching

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Abstract

This paper presents data currently available on two new self-administered student-rating questionnaires that can facilitate the professional growth of teachers by giving them feedback about classroom interactions: (1) the Invitational Teaching Survey (ITS) (Amos, Purkey & Tobias, 1984); and (2) the Student Attitudinal Outcome Measures (SAOM) (Amos, 1984). The ITS, developed within the theoretical context of Invitational Education (Purkey & Novak, 1984), is useful in identifying student perceptions of their instructors' teaching practices. The SAOM provides information on student attitudes related to course, subject matter, instructor, and the student (self) as learner. If the teacher makes use of the feedback provided by these tools, teaching can be enhanced.

RATIONALE

Invitational Education (Purkey & Novak, 1984) is a transactional formulation developed from theoretical and empirical findings and organized within the perceptual tradition (Snygg & Combs, 1949) and self-concept theory (Purkey, 1970). The formulation is receiving increasing attention in research and is being implemented in many areas of human interaction including public and private schools, group child care, correctional institutions, residence life facilities, nursing, counseling, and other related services. The framework focuses on "invitations," defined as all those signal systems--people, places, policies, programs, and processes--that cordially summon individuals to grow toward and realize their relatively boundless potential.

One of the basic assumptions of Invitational Education is that learning begins from the learner's frame of reference. Effective teachers are thought to have the capacity to put themselves in the student's shoes and perceive the world from the student's point of view. The ITS and SAOM can provide information for teachers about course strengths and weaknesses from the student's perspective.

OVERVIEW OF THE ITS

The reason for developing the ITS began with the need for a standardized means of assessing invitational teaching behavior in the classroom. In response to this need, Amos, Purkey and Tobias (1984) initiated a research project to identify what constitutes invitational teaching in the classroom

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setting and to develop a test to measure that teaching. The research resulted in the ITS.

The ITS consists of 43 statements descriptive of a variety of inviting and disinviting teaching behaviors that a student may have observed with regard to a specific teacher. Respondents are instructed to mark a 5-point Likert-type scale, indicating the frequency of occurrence for each behavior, ranging from A (very seldom or never) to E (very often or always).

The basic variable measured by the ITS is invitational teaching, which is operationally defined on the tool by 43 discrete items subsumed in two major teaching dimensions and five clusters of teaching skills:

--Personally inviting dimension (22 items)--measures the ability to encourage students to feel good about themselves and their abilities in general. Includes commitment and consideration skills.

--Commitment skills (items 8, 32, 33, 22, 27, 28, 31, 38, 4, 6, and 37, for a total of 11 items)--measures the ability to show dedication to signal systems that promote student socioemotional health. They include projecting a sense of genuineness, "realness," and deep concern and integrity.

--Consideration skills (items 17, 19, 30, 34, 2, 15, 18, 21, 1, 23, and 26, for a total of 11 items)--measures the ability to communicate a deep and genuine caring for the student as a unique individual with many constructive potentialities.

--Professionally inviting dimension (21 items)--measures the ability to encourage students to learn and appreciate course content. Includes coordination, proficiency and expectation skills.

--Coordination skills (items 13, 20, 25, 41, 3, 10, 11, 14, 40, and 43, for a total of 10 items)--measures the ability to show evidence of preparation and planning through harmonious combinations of instructional strategies that create and maintain a superior academic climate.

--Proficiency skills (items 7, 16, 29, 35, 36, 9, 5, 12, 24, and 42, for a total of 10 items)--measures the ability to demonstrate competency in specialty area and efficient management of the learning environment.

--Expectation skills (item 39)--measures the ability to project expectations for students' high academic success.

Item Selection

Items on the ITS were derived from a review of educational literature on teacher evaluation and relevant teacher evaluation instruments. Synthesis was made of behaviorally anchored teacher practices considered to be personally or professionally inviting by the ITS developers, by a panel of 15 judges who were seen as experts in Invitational Education, and by 204 students and faculty from a community college and a university (Amos, 1985).

Reliability and Validity (Adult Forms Only)

Cronbach's alpha reliability coefficients for the total ITS score of .94 (Smith, 1987) (N = 497) and .95 (Amos, 1985) (N = 968-1042, allowing for missing data points) support the homogeneity of the instrument. For four of the five subscales, alphas ranged from .81 to .88 (Smith, 1987) and .73 to .86 (Amos, 1985). Cronbach's alpha for the total score of a revised form of the ITS (Ripley, 1985) was .94 (N = 272-282, allowing for missing data points). No alpha was computed for the single-item subscale "expectation."

Content validity was supported by the systematic manner of tool development, high inter-rater reliability of experts and others, the large number of items used, the inclusion of diverse teaching behaviors, and recent research findings. A factor analysis (N = 1491), in which the five teaching skill factors of the ITS were identified, substantiated construct validation.

The Normative Samples

The samples used in ITS development came from two populations: (1) 975 dental hygiene students and 74 of their teachers (Amos, 1985); and (2) 497 masters nursing students and 51 teachers (Smith, 1987). Relevant statistical norms are presented in Figure 1. It will be noted that the norms of the two samples are similar.

OVERVIEW OF THE SAOM

Teachers who practice invitational teaching are thought to summon students to feel good about variables such as course, subject matter, instructor, and self (student) as learner. Because there is no known published tool to measure students' attitudes and satisfaction with these variables, Amos (1984) constructed the Student Affective Outcome Measures. The measure was later renamed Student Attitudinal Outcome Measures (SAOM) to more closely identify its purpose.

This self-report student-rating scale contains 20 statements descriptive of a variety of attitudes and feelings a student may be experiencing toward a specific teacher and course. Responses are on a 4-point Likert-type scale with choices of: strongly agree, agree moderately, disagree moderately and strongly disagree.

The SAOM assesses student attitude, which is defined as "the degree of positive or negative affect associated with a person, object or situation, predisposing one to respond in some preferential manner." Attitude is operationalized by discrete items that are grouped into four categories developed for the instrument and named for the areas of concern on which their construction was based:

--Course (items 45, 49, and 55, for a total of three items)--measures the value of the course for the student.

--Subject matter (items 50, 52, and 59, for a total of three items)--measures student interest in the subject matter.

--Instructor (items 51, 53, 54, 56, 60, 62, and 63, for a total of seven items)--measures student feelings about the instructor as a teacher and person.

--Self as learner (items 44, 46, 47, 48, 57, 58, and 61, for a total of seven items)--measures feelings about self (student) and achievement of personal and social goals.

Item Selection and Categorization

The items on the SAOM were selected from a comprehensive review of educational literature. Categorization and decision as to whether each item measures attitudes was accomplished by a panel of 11 judges--seven professors in the School of Education at the University of North Carolina at Greensboro, the Director of Institutional Research at the University of North Carolina at Greensboro, the testing specialist at Guilford Technical Community College, a

doctoral student who helped in the development of the ITS, and the tool developer.

Reliability and Validity (Adult Forms Only)

Alpha reliabilities for the total SAOM score ranged from .91 (Amos, 1985) (N = 968-1042, allowing for missing data points) to .93 (Smith, 1987) (N = 497). For the four subscales, alphas ranged from .70 to .85 (Amos, 1985) and .77 to .88 (Smith, 1987). Alpha reliability for total SAOM score of an adapted version of the SAOM (Ripley, 1985) was .90 (N = 278).

Initial content validity for the SAOM was established by 11 expert judges. Rater congruence for the 20 items as attitudinal outcomes was high. Eighteen items had between 64% to 91% inter-rater reliability. Rater congruences for the remaining two items were 55% and 45% respectively.

The Normative Samples

The samples used in development of the SAOM came from two populations: (1) 1006 dental hygiene students and 74 of their teachers (Amos, 1985); and (2) 497 masters nursing student and 51 teachers (Smith, 1987). Comparative statistical norms for these samples are presented in Figure 2. Norms from the two samples tend to be similar.

ADMINISTERING THE INSTRUMENTS

The ITS and SAOM are paper and pencil questionnaires designed to be given to groups of students and collected by proctors. If the SAOM is used in conjunction with the ITS, the SAOM is placed at the end of the ITS, becoming items 44-63. When instructing participants in tool use, this combined 63-item scale is collectively referred to as the "Invitational Teaching Battery."

Who Can Take the ITS and SAOM

The adult versions (the A-Form) of the ITS and SAOM are suitable for late adolescent and adult students possessing a high-school reading level and above. Ripley (1985) adapted the scales for clinical use of associate degree nursing students (the Clinical Teaching Survey, or CTS). Two additional forms of the scales are being tested: (1) a reworded version developed for junior-high school students (the J-Form); and (2) a scale revision to accommodate observations by trained raters (the O-Form). A salient consideration is that students who complete the questionnaires must know the teacher well enough to be able to make the judgements asked for in the evaluation battery.

The Testing Situation

It is important that the teacher or test administrator provide a physical and psychological environment that ensures good participation. Anonymity of responses is crucial. Teachers have tremendous power over students, for good or ill, through the "grading system." If anonymity is not protected, it is in the students' interest to "fake good" due to the need to look good in the eyes of the teacher, resulting in inflated ITS and SAOM scores that reflect socially acceptable responses. These adverse test-taking-attitudes can be ameliorated, at least in part, if proctors are used to administer the instruments and if student identification is omitted on the test sheets.

INSTRUCTIONS FOR SCORING

Scoring of the instruments is objective, and may be performed by machine-scoring equipment or by hand. To eliminate a pattern response, half of the items on the ITS and SAOM are stated positively and half negatively. To correctly weigh the responses and arrive at a total score, one must know which items are negative and which items are positive. (See Table 1.)

Each ITS item is given a weighted score of 1 to 5. A rating of 5 indicates the presence of a high level of invitational teaching behavior. The positively stated items are scored A = 1, B = 2, C = 3, D = 4, and E = 5. The scoring weights for the negatively stated items are reversed, i. e., responses marked A, B, C, D, or E are scored 5, 4, 3, 2, or 1, respectively. Possible scores range from 43 to 215.

On the SAOM, each item is given a weighted score of 1 to 4. High scores relate to positive attitudes and feelings, and low scores are associated with the reverse. The negatively stated items of the SAOM are scored A = 1, B = 2, C = 3, and D = 4. For the positively stated items the scoring weights are reversed, i. e., A = 4, B = 3, C = 2, and D = 1. Scores can range from 20 to 80.

To obtain scores for the ITS or SAOM, add the weighted scores for the items that make up each scale, taking into account the fact that the scores are reversed for certain items. Hand scoring sheets and copies of the instruments (A-Forms) are located in the appendix.

Using computer scored multiple-choice answer sheets are the easiest and most efficient way to score these questionnaires. Before processing, inspect each answer sheet for faulty response completions or extraneous marks. Thoroughly erase inappropriate marks. Ensure that all responses are marked darkly enough for machine recognition. Double-marked items should be erased and treated as "0" responses. If three or more items are omitted on either scale, however, the validity of the scale must be questioned.

At least one difficulty has arisen with computer scored answer sheets when the SAOM is appended to the ITS. While completing the ITS, students develop a pattern response to choose one-of-five alternatives. The second test (SAOM) calls for a response to one-of-four alternatives. Yet many students consistently mark the fifth column, invalidating SAOM test results. Amos (1985), using computer scoring sheets, was obliged to eliminate 165 questionnaires from her analysis because students marked column five instead of column four when responding to statements on the SAOM. This problem can be partially eliminated if the fifth column, items 44 through 63, is marked through with ink which is not recognized by the computer. Even after making this adjustment, a few students will mark column five.

USING THE INSTRUMENTS

The ITS and SAOM are intended to provide feedback to teachers about course strengths and weaknesses from the student's perspective, and not to provide information for others to use for salary and promotion decisions. They fill a void in the instrumentation available to educators in diverse settings. They can be used: (1) to evaluate the degree to which a teacher's classroom behavior compares with that of "invitational" practice; (2) to evaluate teacher effectiveness in accomplishing objectives in the affective

domain; (3) as diagnostic instruments to illuminate problem areas; (4) and as evaluation instruments to assess the results of innovations and interventions. Most teachers find it helpful to give student rating questionnaires after three to five weeks of the term. If the ITS and SAOM are used systematically (for example, early in the semester and again at the end), they can be helpful in assessing change that has taken place.

SUMMARY

The ITS and SAOM have been used in three research studies to investigate the relationship of invitational teaching practices to student attitudes: (1) Amos (1985) studied invitational teaching behaviors and student attitudinal outcomes of dental hygiene students (N = 975-1042, allowing for missing data points); (2) Smith (1987) partially replicated and extended Amos's study to graduate nursing students (N = 497); and (3) Ripley (1985), using revised versions of the ITS and SAOM adapted to the clinical nursing setting, studied associate degree nursing students (N = 272-282, allowing for missing data points). This research suggests that the ITS and SAOM are valid and reliable measures of invitational teaching practices and student attitudinal outcomes, and that they can provide a methodology that can help teachers assess their own teaching behaviors and how these affect student feelings. Such a careful assessment procedure allows for informed choices and permits a more intelligent search for remedies for difficulties.

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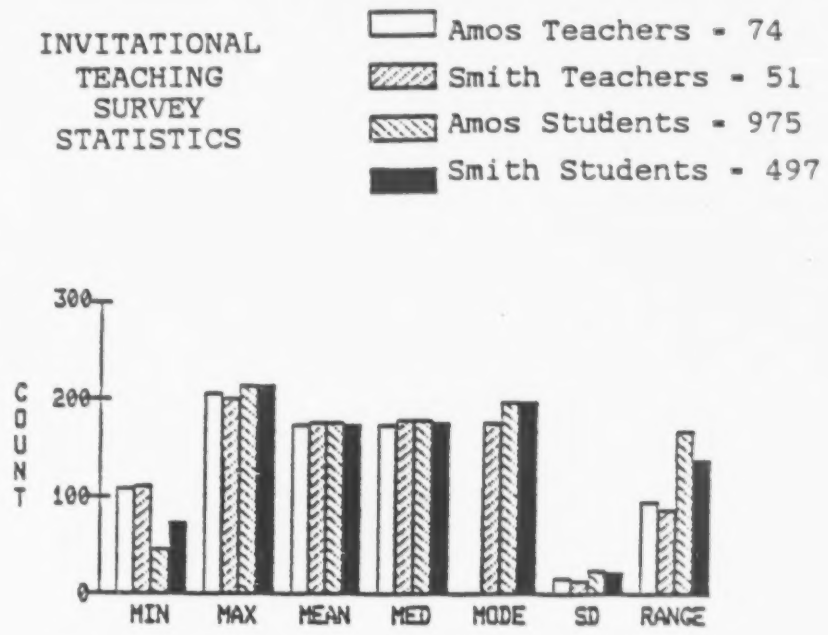
Table 1

Negative and Positive Items on the Invitational Teaching Battery--the Invitational Teaching Survey (ITS) (Amos, Purkey & Tobias, 1984) and the Student Attitudinal Outcome Measures (SAOM) (Amos, 1984).

ITS		SAOM	
Negative Items	Positive Items	Negative Items	Positive Items
2	1	44	45
3	4	46	48
5	7	47	50
6	8	49	54
9	10	51	55
12	11	52	57
13	14	53	58
17	15	56	59
19	16	61	60
20	18	62	63
21	22		
23	24		
31	25		
32	26		
35	27		
36	28		
38	29		
40	30		
43	33		
	34		
	37		
	39		
	41		
	42		

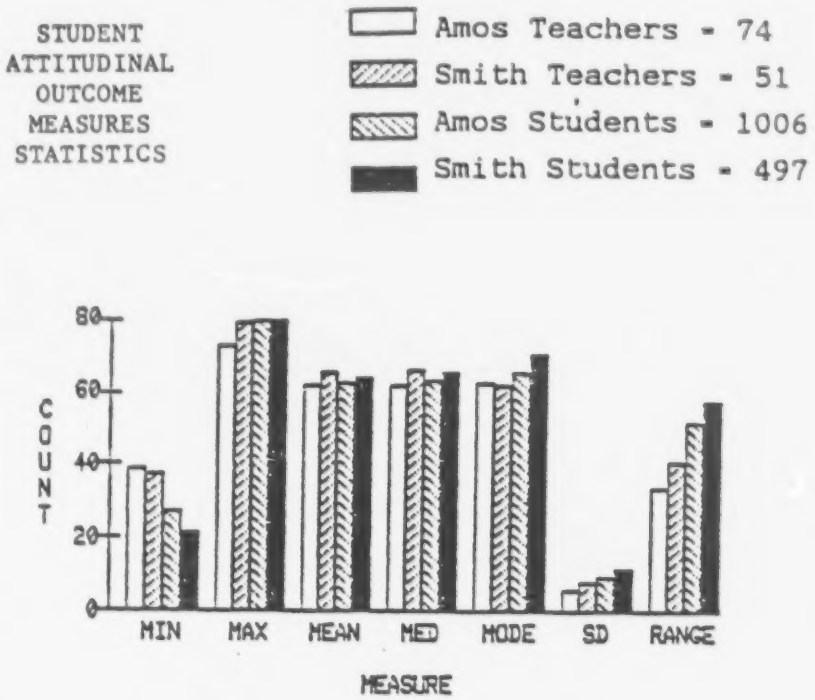
Note. Negative items of the ITS are scored 5, 4, 3, 2, 1. Positive items, 1, 2, 3, 4, 5.

Negative items of the SAOM are scored 1, 2, 3, and 4. Positive items, 4, 3, 2, 1.



Measure	Teachers		Measure	Students	
	Amos	Smith		Amos	Smith
MIN	108.40	112.43	MIN	47.00	74.00
MAX	205.88	201.50	MAX	215.00	214.00
MEAN	173.55	178.20	MEAN	175.67	174.61
MED	173.75	180.72	MED	180.00	178.00
MODE		176.67	MODE	199.00	198.00
SD	18.65	15.96	SD	26.74	23.38
RANGE	97.48	89.07	RANGE	168.00	140.00

Figure 1. Descriptive summary computations for the ITS, dental hygiene students and teachers (Amos, 1985) compared with masters nursing students and teachers (Smith, 1987). MIN = minimum score; MAX = maximum score; MED = median; SD = standard deviation.



Measure	Teachers		Measure	Students	
	Amos	Smith		Amos	Smith
MIN	39.00	37.57	MIN	28.00	22.00
MAX	73.09	79.25	MAX	80.00	80.00
MEAN	62.11	65.94	MEAN	62.87	64.05
MED	61.98	66.30	MED	64.00	66.00
MODE	62.73	62.00	MODE	66.00	71.00
SD	6.36	8.38	SD	10.22	12.28
RANGE	34.09	41.68	RANGE	52.00	58.00

Figure 2. Descriptive summary computations for the SAOM, dental hygiene students and teachers (Amos, 1985) compared with masters nursing students and teachers (Smith). MIN = minimum score; MAX = maximum score; MED = median; SD = standard deviation.

APPENDIX

A-Form

INVITATIONAL TEACHING SURVEY (ITS)

(Amos, Purkey & Tobias, 1984)

INSTRUCTIONS: Rate the instructor for this class according to your own experiences with him/her. Place ONE ANSWER for each item ON THE FOLLOWING SCALE.

The Instructor:	Very Seldom (or Never)	Seldom	Occasionally	Often	Very Often (or Always)
1. Expresses pleasure with the class.	A	B	C	D	E
2. Shows a lack of respect for students.	A	B	C	D	E
3. Chooses inappropriate readings for the course.	A	B	C	D	E
4. Makes a special effort to learn students' names.	A	B	C	D	E
5. Is unprepared for class.	A	B	C	D	E
6. Demonstrates a lack of enthusiasm about the course.	A	B	C	D	E
7. Explains grading procedures adequately.	A	B	C	D	E
8. Shares out-of class experiences.	A	B	C	D	E
9. Comes to class late.	A	B	C	D	E
10. Uses a variety of methods to help students learn.	A	B	C	D	E
11. Answers questions clearly.	A	B	C	D	E
12. Is slow in evaluating students' work.	A	B	C	D	E
13. Has difficulty in facilitating class discussion.	A	B	C	D	E
14. Uses tests to evaluate course objectives.	A	B	C	D	E
15. Involves students in decision-making processes.	A	B	C	D	E
16. Demonstrates an up-to-date knowledge of course content.	A	B	C	D	E
17. Is impolite to students.	A	B	C	D	E
18. Promotes a trusting class atmosphere.	A	B	C	D	E
19. Is difficult to talk with.	A	B	C	D	E
20. Fails to summarize major points of each lesson at the end of class.	A	B	C	D	E
21. Treats students as though they are irresponsible.	A	B	C	D	E
22. Expresses appreciation for students' presence in the class.	A	B	C	D	E

*****CONTINUED

INVITATIONAL TEACHING SURVEY (ITS)
(A-Form Continued)

INSTRUCTIONS: Rate the instructor for this class according to your own experiences with him/her. Place ONE ANSWER for each item ON THE FOLLOWING SCALE.

The Instructor:	Very Seldom (or Never)	Seldom	Occasionally	Often	Very Often (or Always)
23. Acts unfriendly towards students.	A	B	C	D	E
24. Ends each class period on time.	A	B	C	D	E
25. Provides an overview of each lesson.	A	B	C	D	E
26. Appears to enjoy life.	A	B	C	D	E
27. Shows sensitivity to the needs of students.	A	B	C	D	E
28. Works to encourage students' self-confidence.	A	B	C	D	E
29. Presents understandable class objectives.	A	B	C	D	E
30. Looks students in the eye when talking with them.	A	B	C	D	E
31. Shows insensitivity to the feelings of students.	A	B	C	D	E
32. Takes little or no time to talk with students about their out-of-class activities.	A	B	C	D	E
33. Exhibits a sense of humor.	A	B	C	D	E
34. Pauses for several seconds after asking a question.	A	B	C	D	E
35. Speaks unclearly.	A	B	C	D	E
36. Presents course content in a disorganized manner.	A	B	C	D	E
37. Asks questions to stimulate thinking.	A	B	C	D	E
38. Is unwilling to help students having special problems.	A	B	C	D	E
39. Expects high academic performance from students.	A	B	C	D	E
40. Is unwilling to express a lack of knowledge on a subject.	A	B	C	D	E
41. Presents a smooth transition from one topic to another.	A	B	C	D	E
42. Uses class time efficiently.	A	B	C	D	E
43. Evaluates students' work unfairly.	A	B	C	D	E

A-Form

STUDENT ATTITUDINAL OUTCOME MEASURES (SAOM)

(Amos, 1984)

INSTRUCTIONS: Mark only one response per statement. Indicate how much you agree or disagree with the statement by marking your feelings ON THE FOLLOWING SCALE.

		STRONGLY AGREE	AGREE moderately	DISAGREE moderately	STRONGLY DISAGREE
44.	I was uncomfortable in asking questions in this course.	A	B	C	D
45.	This course had value for me as a person.	A	B	C	D
46.	I was afraid to speak up for my own ideas in this course.	A	B	C	D
47.	I feel that my performance in this course was poor.	A	B	C	D
48.	I seemed to get along well with other students in this course.	A	B	C	D
49.	Overall, this course was among the worst I have taken.	A	B	C	D
50.	I would like to take more courses in this subject area.	A	B	C	D
51.	I would not like to have this instructor as a friend.	A	B	C	D
52.	The subject matter was sometimes boring.	A	B	C	D
53.	I do not like this instructor as a person.	A	B	C	D
54.	This instructor is among the best teachers I have known.	A	B	C	D
55.	I would recommend this course to my friends.	A	B	C	D
56.	I related poorly to this instructor.	A	B	C	D
57.	This course helped me to fulfill some personal goals.	A	B	C	D
58.	I am confident about what I learned in this course.	A	B	C	D
59.	I enjoyed learning about this subject matter.	A	B	C	D
60.	I would like to work with this instructor on a project of mine not related to course activities.	A	B	C	D
61.	I dreaded attending this class.	A	B	C	D
62.	I would not recommend this instructor to friends.	A	B	C	D
63.	I would like to take more courses from this instructor.	A	B	C	D

43 ITEMS OF THE INVITATIONAL TEACHING SURVEY (ITS)

LISTED IN SUBSCORES AND CLUSTERS

PERSONALLY INVITING PRACTICES

Subscore I -- Commitment (11 items):

Cluster A-Disclosing

8. Shares out-of class experiences.
32. Takes little or no time to talk with students about their out-of-class activities.
33. Exhibits a sense of humor.

Cluster B-Supporting

22. Expresses appreciation for students' presence in class.
27. Shows sensitivity to the needs of students.
28. Works to encourage students' self-confidence.
31. Shows insensitivity to the feelings of students.
38. Is unwilling to help students having special problems.

Cluster C-Investing

4. Makes a special effort to learn students names.
6. Demonstrates a lack of enthusiasm about the course.
37. Asks questions to stimulate thinking.

Subscore II -- Consideration (11 items):

Cluster A-Attending

17. Is impolite to students.
19. Is difficult to talk with.
30. Looks students in the eye when talking with them.
34. Pauses for several seconds after asking a question.

Cluster B-Affirming

2. Shows lack of respect for students.
15. Involves students in decision-making processes.
18. Promotes a trusting class atmosphere.
21. Treats students as though they are irresponsible.

Cluster C-Cheering

1. Expresses pleasure with the class.
23. Acts unfriendly towards students.
26. Appears to enjoy life.

PROFESSIONALLY INVITING PRACTICES

Subscore III -- Coordination (10 items):

Cluster A-Clarifying

13. Has difficulty in facilitating class discussion.
20. Fails to summarize major points of each lesson at the end of class.
25. Provides an overview of each lesson.
41. Presents a smooth transition from one topic to another.

Cluster B-Informing

3. Chooses inappropriate readings for the course.
10. Uses a variety of methods to help students learn.
11. Answers questions clearly.
14. Uses tests to evaluate course objectives.
40. Is unwilling to express a lack of knowledge on a subject.
43. Evaluates students' work unfairly.

Subscore IV-Proficiency (10 items):

Cluster A-Managing

7. Explains grading procedures adequately.
16. Demonstrates an up-to-date knowledge of course content.
29. Presents understandable class objectives.
35. Speaks unclearly.
36. Presents course content in a disorganized manner.

Cluster B-Relying

9. Comes to class late.
5. Is unprepared for class.
12. Is slow in evaluating students' work.
24. Ends each class period on time.
42. Uses class time efficiently.

Subscore V -- Expectation (1 item)

39. Expects high academic performance from students.

20 ITEMS (ITEMS 44-63)

OF THE STUDENT ATTITUDINAL OUTCOME MEASURES (SAOM)

LISTED IN SUBSCORES AND CLUSTERS

Course

45. This course had value for me as a person.
49. Overall, this course was among the worst I have taken.
55. I would recommend this course to my friends.

Subject Matter

50. I would like to take more courses in this subject area.
52. The subject matter was sometimes boring.
59. I enjoyed learning about this subject matter.

Instructor

51. I would not like to have this instructor as a friend.
53. I do not like this instructor as a person.
54. This instructor is among the best teachers I have known.
56. I related poorly to this instructor.
60. I would like to work with this instructor on a project of mine not related to course activities.
62. I would not recommend this instructor to friends.
63. I would like to take more courses from this instructor.

Self as Learner

44. I was uncomfortable in asking questions in this course.
46. I was afraid to speak up for my own ideas in this course.
47. I feel that my performance in this course was poor.
48. I seemed to get along well with other students in this course.
57. This course helped me to fulfill some personal goals.
58. I am confident about what I learned in this course.
61. I dreaded attending this class.

Hand Scoring the ITS

(You May Need to Enlarge the Grid for Use.)

Record frequency of various responses (A, B, C, D, or E) FOR NEGATIVE AND POSITIVE ITEMS ON THE ITS in boxes provided. Multiply the frequency times the specified response weight (1,2,3,4,5) to obtain the raw score for each box. Add box raw scores to obtain total raw score.

POSITIVE ITEMS	weights A 1	B 2	C 3	D 4	E 5	TOTAL	NEGATIVE ITEMS	weights A 5	B 4	C 3	D 2	E 1	TOTAL
1							2						
							3						
4							5						
							6						
7													
8							9						
10													
11							12						
							13						
14													
15													
16							17						
18							19						
							20						
							21						
22							23						
24													
25													
26													
27													
28													
29													
30							31						
							32						
33													
34							35						
							36						
37							38						
39							40						
41													
42							43						
TOTAL							TOTAL						

POSITIVE ITEM TALLY NEGATIVE ITEM TALLY

Total Raw Score for Positive Items _____
+ Total Raw Score for Negative Items _____
equals Total ITS Raw Score _____
Divided by # of Students _____
equals TOTAL ITS SCORE _____ ✓

Hand Scoring the ITS Subscales
(Invitational Teaching Survey--Amos, Purkey & Tobias, 1984)

Directions: To obtain your score for COMMITMENT, bring the RAW DATA TOTALS (by item) from "SCORING THE ITS" and enter in the appropriate blanks:

8._____
32._____
33._____
22._____
27._____
28._____
31._____
38._____
4._____
6._____
37._____
RAW TOTAL_____
DIVIDED BY # OF STUDENTS_____
= COMMITMENT SCORE_____

Directions: To obtain your score for CONSIDERATION, bring the RAW DATA TOTALS (by item) from "SCORING THE ITS" and enter in the appropriate blanks:

17._____
19._____
30._____
34._____
2._____
15._____
18._____
21._____
1._____
23._____
26._____
RAW TOTAL_____
DIVIDED BY # OF STUDENTS_____
= CONSIDERATION SCORE_____

COMMITMENT SCORE_____plus CONSIDERATION SCORE_____equals PERSONALLY INVITING SCORE_____.

SCORING PROFESSIONALLY INVITING ITEMS of the ITS
(Hand Scoring for a Small Class)

Directions: To obtain your score for COORDINATION, bring RAW DATA TOTALS (by item) from "SCORING THE ITS" and enter in the appropriate blanks:

13._____
20._____
25._____
41._____
3._____
10._____
11._____
14._____
40._____
43._____
RAW TOTAL_____
DIVIDED BY # OF STUDENTS_____
= COORDINATION SCORE_____

Directions: To obtain your score for PROFICIENCY, bring RAW DATA TOTALS (by item) from "SCORING THE ITS" and enter in the appropriate blanks:

7._____
16._____
29._____
35._____
36._____
9._____
5._____
12._____
24._____
42._____
RAW TOTAL_____
DIVIDED BY # OF STUDENTS_____
= PROFICIENCY SCORE_____

***Bring RAW DATA TOTAL for item 39 (EXPECTATION) and insert in this blank_____.
DIVIDED BY # of STUDENTS_____.
= EXPECTATION SCORE_____.

EXPECTATION SCORE _____ plus COORDINATION SCORE_____plus PROFICIENCY SCORE_____equals your PROFESSIONALLY INVITING SCORE_____.

PERSONALLY INVITING SCORE_____
plus PROFESSIONALLY INVITING SCORE_____
equals TOTAL ITS SCORE_____ ✔

Hand Scoring the SAOM

(You May Need to Enlarge the Grid for Use.)

NEGATIVE ITEMS	weights A 1	B 2	C 3	D 4	TOTAL	POSITIVE ITEMS	weights A 4	B 3	C 2	D 1	TOTAL
44						45					
46											
47						48					
49						50					
51											
52											
53						54					
						55					
56						57					
						58					
Multiply the frequency of each response (A,B,C,D) times the specified response weight (1,2,3,4) to obtain the raw score.						59					
						60					
61											
62						63					
TOTAL						TOTAL					

NEGATIVE ITEM TALLY

POSITIVE ITEM TALLY

Total Raw Score for Positive Items_____
plus Total Raw Score for Negative Items_____
equals Total SAOM Raw Score_____
Divided by # of Students_____
equals TOTAL SAOM SCORE_____

Hand Scoring the SAOM Subscales
(Student Attitudinal Outcome Measures--Amos, 1984)

Directions: To obtain your score for COURSE, bring RAW DATA TOTALS (by item) from "SCORING THE SAOM" sheet and enter in the appropriate blanks:

45._____
49._____
55._____

RAW TOTAL_____
DIVIDED BY # OF STUDENTS_____
= COURSE SCORE_____

Directions: To obtain your score for SUBJECT MATTER, bring RAW DATA TOTALS (by item) from "SCORING THE SAOM" sheet and enter in the appropriate blanks:

50._____
52._____
59._____

RAW TOTAL_____
DIVIDED BY # OF STUDENTS_____
= SUBJECT MATTER SCORE_____

Directions: To obtain your score for INSTRUCTOR, bring RAW DATA TOTALS (by item) from "SCORING THE SAOM" and enter in the appropriate blanks:

51._____
53._____
54._____
56._____
60._____
62._____
63._____

RAW TOTAL_____
DIVIDED BY # OF STUDENTS_____
= INSTRUCTOR SCORE_____

Directions: To obtain your score for SELF-AS-LEARNER, bring RAW DATA TOTALS (by item) from "SCORING THE SAOM". and enter in the appropriate blanks:

44._____
46._____
47._____
48._____
57._____
58._____
61._____

RAW TOTAL_____
DIVIDED BY # OF STUDENTS_____
= SELF-AS-LEARNER SCORE_____

COURSE SCORE_____

plus SUBJECT MATTER SCORE_____

plus INSTRUCTOR SCORE_____

plus SELF-AS-LEARNER SCORE_____

equals TOTAL SAOM SCORE_____ ✓

Normative Data

SCORES FOR TEACHERS ON THE ITS

Group	High	Moderate	Low	Mean	SD
Total Score for the ITS (43 Items)					
Amos	187-210	162-186	43-161	173.563	18.654
Smith	189-202	173-188	43-172	178.195	15.956
Professionally Inviting (21 Items)					
Amos	97-105	83-104	21-82	86.238	9.349
Smith	91-96	82-90	21-81	85.773	7.225
Personally Inviting (22 Items)					
Amos	96-105	82-95	22-81	87.173	11.195
Smith	99-107	88-98	22-87	92.422	9.305
Commitment (11 Items)					
Amos	47-55	40-46	11-39	42.761	5.383
Smith	48-54	43-47	11-42	45.529	4.666
Consideration (11 Items)					
Amos	49-55	42-48	11-41	44.412	5.812
Smith	50-54	44-49	11-43	46.893	4.862
Coordination (10 Items)					
Amos	43-50	37-42	10-36	39.875	4.317
Smith	41-47	36-40	10-35	38.827	3.982
Proficiency (10 Items)					
Amos	45-50	39-44	10-38	42.127	4.12
Smith	45-48	40-44	10-39	42.568	3.475
Expectation (1 Item)					
Amos	5	4	1-3	4.228	.912
Smith	5	4	1-3	4.378	.334

SCORES FOR TEACHERS ON THE SAOM

Group	High	Moderate	Low	Mean	SD
Total Score for the SAOM (20 Items)					
Amos	66-80	59-65	20-58	62.113	6.326
Smith	72-80	62-71	20-61	65.942	8.384
Course (3 Items)					
Amos	10-12	8-9	3-7	9.4	1.130
Smith	11-12	9-10	3-8	10.002	1.586
Subject Matter (3 Items)					
Amos	9-12	7-8	3-6	8.58	1.165
Smith	10-12	8-9	3-7	9.177	1.589
Instructor (7 Items)					
Amos	24-28	20-23	7-19	21.702	3.021
Smith	25-28	21-24	7-20	23.043	3.45
Self-As-Learner (7 Items)					
Amos	23-28	21-22	7-20	22.447	1.7
Smith	25-28	22-24	7-21	23.616	2.346

Note. Amos = 74 Dental Hygiene Teachers; Smith = 51 Graduate Nursing School Teachers. High = top quartile; Moderate = between top quartile and bottom quartile; Low = bottom quartile.